

3	2	1	KEY 1: PURPOSE
			Intended uses are stated.
			Intended uses contribute to the learning process. Students' information needs are included in the intended uses.
			Intended uses are focused—it is clear that this one assessment can fulfill the stated uses. Or it is clear how this one assessment fits into a larger plan for fulfilling the stated uses.
3	2	1	KEY 2: TARGETS
			Learning targets measured by the assessment are stated.
			The match between stated learning targets and items or tasks on the test is clear.
			Learning targets represent valued achievement/are clearly connected to state/district content standards.
			Learning targets tested represent what was taught.

3	2	1	KEY 3: DESIGN
			Target-method match:
			The assessment method used is capable of accurately reflecting achievement on the learning targets to be assessed.
			Item quality:
			Selected response and short answer items adhere to standards of quality (<i>CASL</i> pp 138 – 146).
			Extended written response items adhere to standards of quality (<i>CASL</i> pp 174 – 177).
			Extended written response scoring procedures adhere to guidelines for quality (<i>CASL</i> pp 177 – 179).
			Performance assessment tasks adhere to standards of quality (<i>CASL</i> pp 218 – 229).
			Performance assessment scoring guides/rubrics adhere to guidelines for quality (<i>CASL</i> pp 200 – 218).
			Sampling:
			The assessment is designed to include enough tasks or exercises to support the intended use, e.g., to lead to a confident conclusion about student achievement on the stated learning target(s). Or it is clear that it is part of a larger overall plan to sample achievement sufficiently for the intended use. (<i>CASL</i> p 11–114, 129, 173, 198–199).
			Sources of bias:
			There is nothing in the assessment itself or in the conditions under which it is administered that could lead to inaccurate estimates of student learning (<i>CASL</i> pp 114 – 116).
			Instructions are clear and concise.
			Sufficient time is allocated for students to succeed.

3 = Yes, or clearly present

2 = Partially, or implied

1 = No, or missing

3	2	1	KEY 4: COMMUNICATION
			Results from the assessment are communicated so that the intended users of the information understand how they connect to learning.
			The results clearly show students what they have mastered and what they still need to work on.
			Results provide clear direction for further instruction.
			Results are communicated in a timely manner.
3	2	1	KEY 5: STUDENT INVOLVEMENT
			Students are able to reflect on their learning as a result of the assessment and to identify strengths and areas for further learning.
			There is a mechanism in place for students to track their own progress on learning targets and to participate in communicating their status to others.

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2 = Partially, or implied

1 = No, or missing